

**Byrchall High School
Behaviour Procedures**

Approved by:	A Birchall	Date: July 2024
Last reviewed on:	July 2024	
Next review due by:	September 2025	

Behaviour procedures

Responding to behaviour

Below is taken from the behaviour policy:

“Proactive and reactive strategies are the two approaches we use at Byrchall in managing behaviour. Each plays a crucial role in the promotion of positive behaviour and managing negative behaviours when they occur. The foundation of this is based on positive relationships between staff and pupils. We aim to reinforce positive behaviours and use de-escalation rather than using a punishment-based system and responding to negative behaviours.

Pupils who meet our expectations are recognised and rewarded. These rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture. Rewards include verbal praise, reward points, communication home, certificates, positions of responsibility and whole-class or year group rewards.

When a student’s behaviour falls below expectations despite proactive strategies being used staff will respond in order to restore a calm learning environment and to prevent the reoccurrence of misbehaviour. Responses will consider any factors that contributed to the behavioural incident and may include reminders, de-escalation, removal from classroom, detention at break, lunch or after school, confiscation of item/s, contact home, sent to an alternative classroom to work, referral to a more senior staff member, putting the student “on report”, suspension or permanent exclusion. Personal circumstances will be considered and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.”

Persistence and consistency by all are key to ensuring that we all secure a positive behaviour culture.

Restorative Approaches

One of the most powerful ways that positive relationships can be built with students is by having restorative conversations if a student’s behaviour fails to meet expectations. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Restorative conversations allow you to demonstrate empathy, model how to resolve conflict and, most importantly, allow students to have a voice. It’s an opportunity for both to express their feelings, while reinforcing high expectations. Using this approach allows students to see beyond the “teacher standing in front of them’ (The Power of Restorative Conversations).

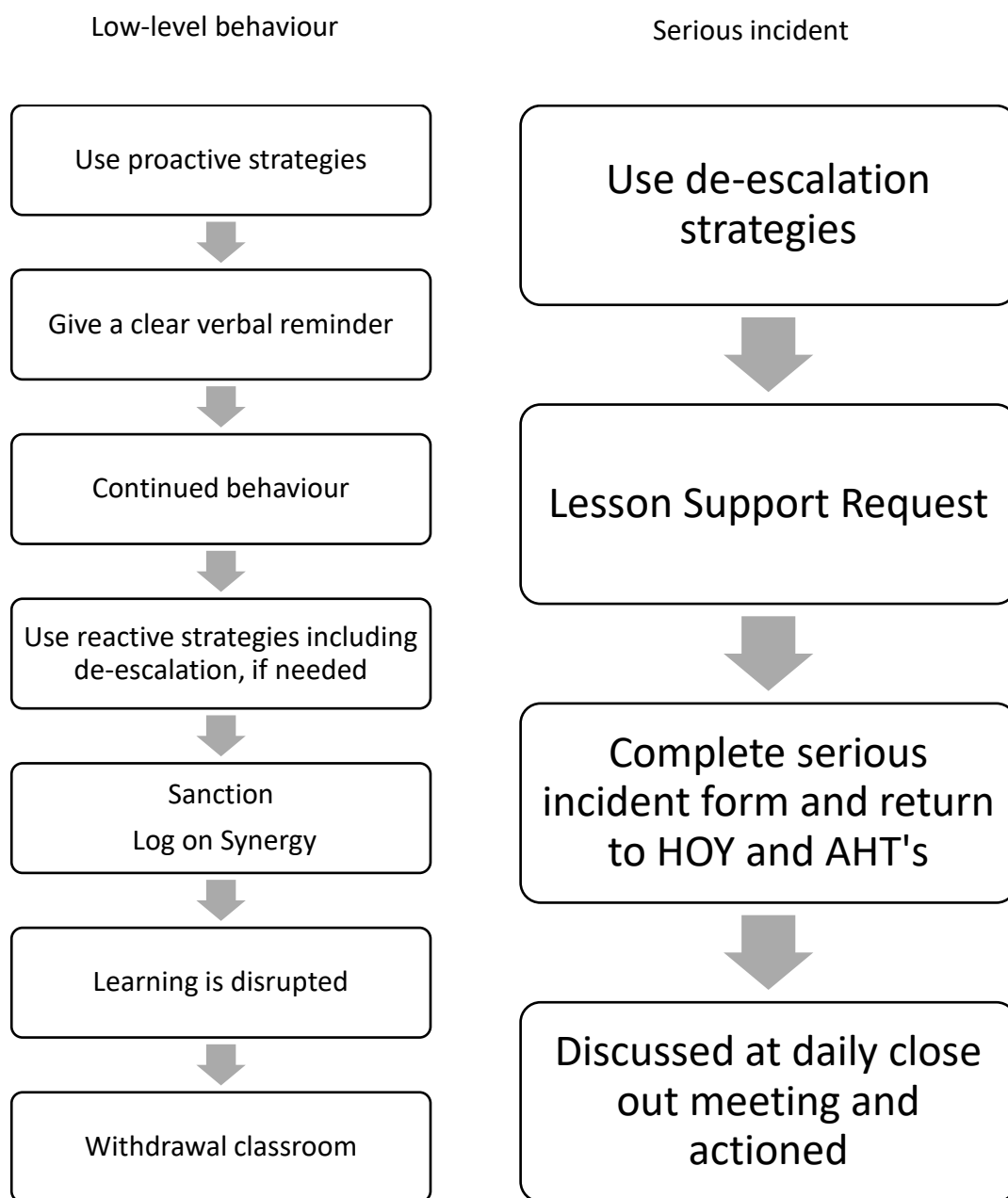
Conversation starters/question prompts for restorative conversations can include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Proactive & Reactive strategies

Strategy	Summary	Exemplification
Proactive strategies ALL staff	Preventative measures designed to support positive behaviour before issues arise. They focus on creating a positive behaviour.	Building positive relationships Stood at door at start and end of lesson Greeted with a smile Routines, explicit teaching & re-teaching Seating plans Use of IEP Well planned lessons Constructive feedback of work Lesson visits Rewards Positive contact home
Reactive strategies ALL staff	Responses to behaviour after it has occurred, aiming to manage and de-escalate situations effectively.	Positively framed verbal and non-verbal reminders Tactical ignoring (at that time) Seat move Offering choices Distraction Time-out Staged approach to detentions Withdrawal room Lesson Support request Contact with home Restorative approaches
Escalation HOD HOY SLT	When a serious incident has occurred in the classroom. Or Persistent behaviours despite proactive and reactive strategies.	Monitoring report Longer detentions Parental meeting Mentoring Longer term removal from classroom Behaviour interventions Suspensions

Behaviour	Responsibility	Examples	Possible sanctions
Low-level behaviour	Class Teacher Form Tutor Duty staff	Late to lesson Lesson disruption Lack of effort Not following instructions Homework – missing or unsatisfactory Mobile phone/headphones Uniform/equipment Unkind behaviour	Positively framed verbal reminder Non-verbal reminders Tactical ignoring Seat move Offering choices Distraction Time-out Restorative approaches Staged detentions Withdrawal classroom Contact with home
Persistent behaviour- Dept.	HOD	Persistent low-level behaviour Internal truancy	Dept detention Contact home Parental meeting Monitoring report Longer withdrawal from lesson
Persistent behaviour - across depts One-off incidents	HOY	Persistent low-level behaviour Internal/external truancy Toilet incidents Bullying & Zero Tolerance Fighting & threatening behaviour Theft Smoking related incidents Bus/transport incidents	Pastoral detention Monitoring report Parental meeting Mentoring Investigate class move Behaviour interventions Internal Suspension Suspension Permanent exclusion
Persistent behaviour Serious incidents	SLT	Persistent failure to follow HOD/HOY instructions Verbal abuse of staff inc. swearing Physical abuse of staff Banned or illegal items Anti-social behaviour Inc. vandalism	SLT detention Monitoring report Parental meeting Mentoring Behaviour interventions Internal suspension Suspension The Learning Base Off-site directive Respite Permanent exclusion



Removal from classrooms

Removal from the classroom should be considered a serious sanction and only used when necessary. Removal should be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Pupils must be provided with work to complete in order that they are able to continue with their education.

Logging of Behaviours

Log all sanctions via Synergy. If a detention is issued, attendance must be marked. If a pupil is absent, reschedule the detention. If a pupil fails to attend it may be appropriate to give a

second chance and then escalate to you HOD for support. Parents/carers should be given 24 hours' notice of any after school detention (although this can be less if parental consent is gained via email or the telephone)

HODS and HOYS use the behaviour module on Synergy to monitor their department/year group, therefore, it is important that all behaviour, both positive and negative is logged.

Lesson Support

Lesson Support should be used for **serious incidents**, it is not for behaviour that should be managed at classroom/departmental level. If the lesson is progressing normally – those can be dealt with later. Whenever a Lesson Support request is made provide details of the student/s and a brief description of the issue via the Synergy pop-up box. Following this complete a serious incident form and submit to HOY and AHTs.

The types of incidents that should be used for Lesson Support are:

- Physical Abuse of staff
- Verbal Abuse of staff Inc. swearing
- Hurting another student
- Fighting & threatening behaviour
- Banned or illegal items (i.e. lighter, cigarettes, E-cigs)
- Zero-tolerance incidents Inc. racism, Harmful Sexual Behaviours
- Refusal to go to removal classroom

De-escalation







De-escalation is not “losing face” it is the process of diffusing conflicts as they begin to prevent them from getting worse. The aim is to calm and reconnect the feelings driving the behaviour.






Some strategies that can be used:

- “The look”
- Tactical ignoring
- Humour
- Non-verbal signs
- Physical proximity
- Redirection, ask casual questions
- Rule reminder
- Repeat instruction with thankyou at the end
- Give choices
- Slow down and lower your voice
- Model body language and posture
- “What can I do to help/support”
- Allow “take-up” time
- Explain the school ethos on helping and caring
- Remind gently of consequences
- If you say you will follow up, ensure you do

- Remove the class/group

Behaviour Toolkit

Proactive.	
Routines liberate 	Teach and model to students exactly how, in precise detail, you want things done (e.g. transitions, entry, exit) and know that you will need to reteach and remind students about this over time.
Positive Framing 	Don't focus on the negativity in the classroom (represented by the dot), when the rest of the class (represented by the square) are behaving well. It's easy for negativity to spiral out of control; find the positives
Praise changes behaviour 	Actively seeking positive behaviours is important, but what should we do when we see great behaviours? Reinforce the expectation by clearly describing the desired behaviour in the praise and 'nudge' the norms of the class by using inclusive language (we/us)
Sell the Shared Values 	Make the purpose of your actions/decisions explicit for the class. Ensure that they know you care about them all and want them all to succeed, but, for this to happen, we must maintain a level of respect for each other t
Sweat the Small Stuff 	Don't keep letting little things 'slide'; they will come back to bite you! Keep expectations high with regards to walking calmly around the room, sitting up in chairs, making regular eye contact etc. and 'be seen looking' so they know you mean it!
Frontload Expectations 	It's very valuable to pre-emptively and precisely remind students about what behaviours you are expecting to see from them in the following activity/task, then make any early compliance visible and normalised asap with 'Explanatory Praise'.

LOW LEVEL DISRUPTION	
Pause 	A mid-sentence pause with focused eye contact directed towards the disruptor speaks volumes. It can be quick and non-intrusive on the overall lesson pace and lets the class know that learning is important and valued.
Tactically Ignore 	One that can't be overdone or standards could slip, but, there will inevitably be times when students forget the expectations (e.g. shouting out) and must learn that they can't bypass the class expectations.
Assume Confusion 	This isn't about those overly sarcastic rhetorical questions that often embarrass students in front of the class. It's incredible how well a little 'genuine' "Are you okay over there? Do you need a hand?"
Non-Verbal/Proximity 	Just by shifting your presence towards an area of low-level disruption, you can sometimes eliminate an undesirable behaviour. A little hand signal or facial expression used does not break the lesson pace and focus.
Take Up Time 	If you notice some students aren't behaving as expected, describe the behaviour using anonymous, quantifying language that allows them to correct their behaviour in a low stakes way. 'I can see one or two people talking (really there could be 5!) who should be...'
Overcommunicate 	It can and should be done anonymously and should reinforce the class expectations and desired norms. 'Remember, everyone, in this class, 'we'... because...'



REPEATED DISRUPTION

Private/Discrete
Discussion



Taking a student to the side and explaining what the impact of their current behaviours are on them personally and those around them can help to shift attitudes before redirecting them back on task along with a reminder/clarification of expectations.

Assertive but
Supportive



A student who has repeatedly ignored expectations multiple times can themselves end up in a bit of negative spiral. Remind them of more positive times and instil belief that they are capable of better, separating the poor behaviour from the student.

Choices



Make sure the student is aware of the potential consequences, both positive and negative, that could follow on from this moment in time and that their choices will determine the outcome. When possible, try to give them a few genuine choices that have positive outcomes.

Check In



With genuine visible concern, make sure the student knows that you are there for them. Not all bad behaviour is an unmet need (IMO), but sometimes it can be. Students need to know that we are there for them and poor behaviour can be a hidden signal that they need help.



Remember, what you ignore you accept.